Every Student Prepared for Success

STEPHEN L. PRUITT, PH.D.

COMMISSIONER OF EDUCATION

EVERY CHILD

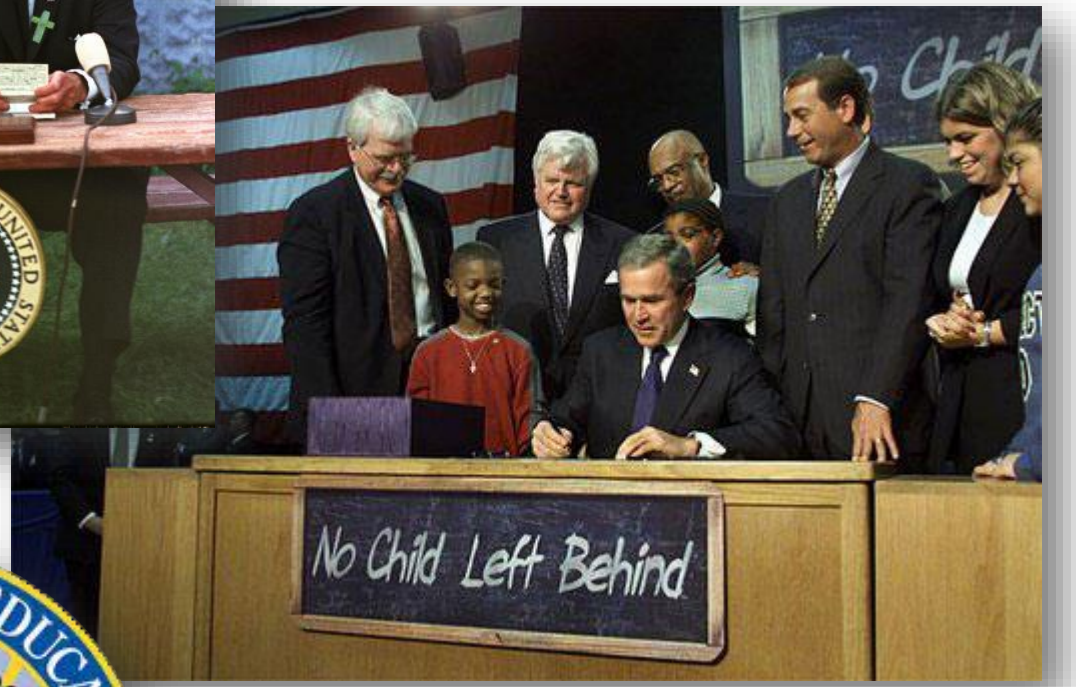
PROFICIENT & PREPARED FOR SUCCESS

KENTUCKY DEPARTMENT OF EDUCATION

Every Student Succeeds Act (ESSA)

Elementary and Secondary Education Act

- Main federal law governing K-12 education
- Signed into law in 1965 to ensure educational opportunity for every child and provide support for schools
- Latest version, No Child Left Behind (2001), due for reauthorization in 2007
- When Congress failed to act, USED offered waivers
- Kentucky has operated under waivers since 2012
- Current waiver approved through 2017-18 SY



DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA

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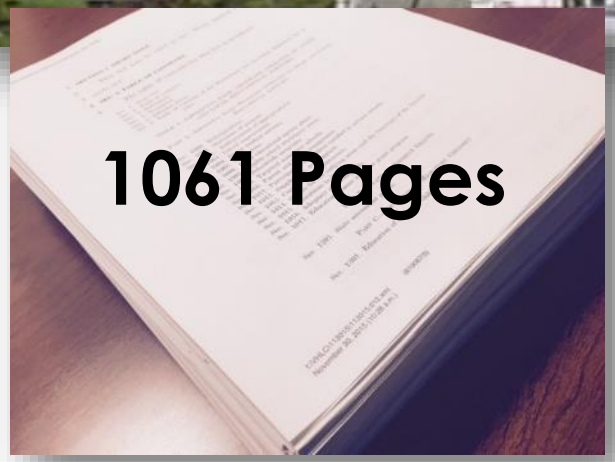
Every Student Succeeds Act (ESSA)

- House and Senate passed different versions this year
- Conference committee reached agreement Nov. 18
- Dec. 2 House passed on a 359-64 vote
  YES: Barr, Guthrie Rogers, Whitfield, Yarmuth;
  NO: Massie
- Senate tentatively scheduled to consider bill Tuesday
- President has indicated he will sign
- Phased in from adoption through the 2017-18 SY



Every Student Succeeds Act (ESSA)

- Limits USED secretary's authority
- Provides more state and local control
- While less prescriptive, still must meet certain mandates
- Does not mean we can back off accountability
- Provides opportunity to create a new assessment and accountability system that will be more meaningful for kids

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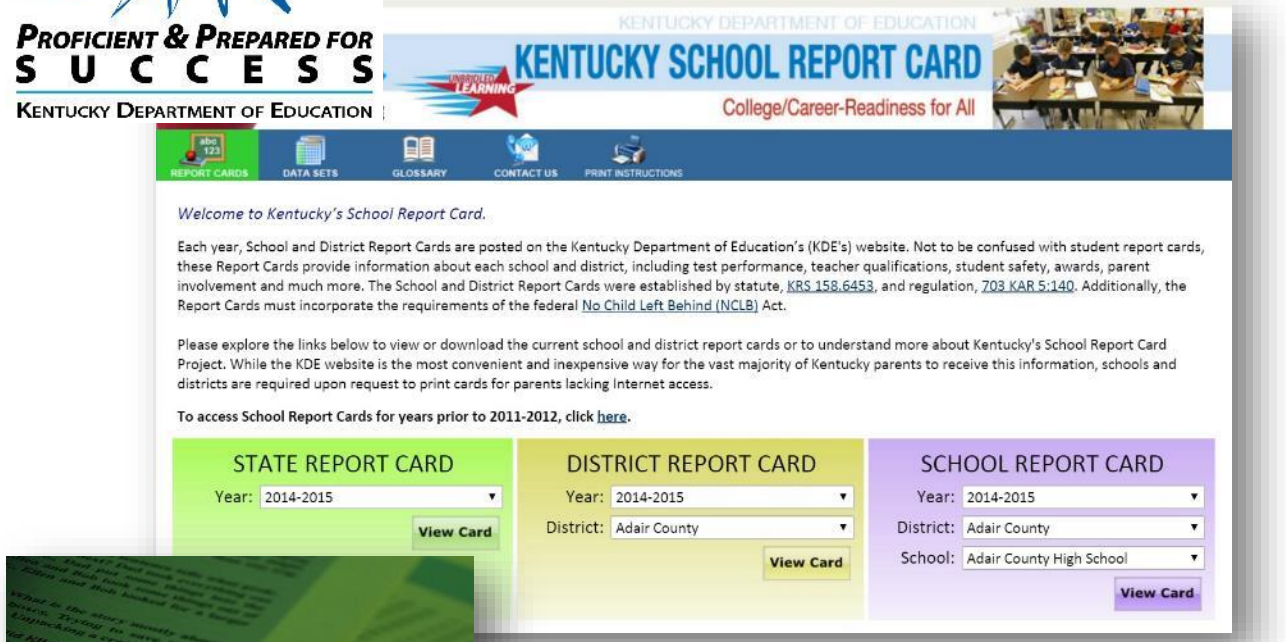
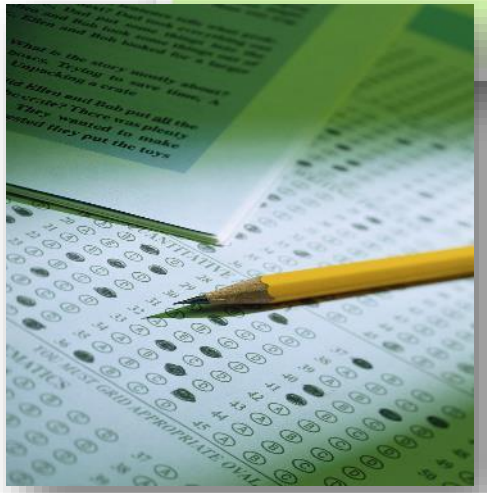




Standards

- Must demonstrate "challenging academic standards" in mathematics, reading or language arts, and science
- Must be aligned with state postsecondary entry requirements for credit-bearing coursework and relevant state career and technical education standards
- English language proficiency standards must align with state academic standards

Assessments

- **High quality;** can include portfolios, projects or extended performance tasks
- Annual **summative OR multiple assessments** combined to produce summative score
- **Reading/language arts and Math**: Grades 3-8 and once in grades 9-12
- **Science:** Once in grades 3-5; 6-9 and 10-12
- State may set limit on time devoted to assessment administration for each grade
- 1 percent cap on students with significant cognitive disabilities that can be assessed using alternative assessments

Accountability

- No more Adequate Yearly Progress
- **State-determined** (USED must approve) with certain federal requirements
  - **At least 4 academic indicators** including:
    - ✓ **proficiency** on state tests
    - ✓ progress on **English language proficiency** for ELL students
    - ✓ **student growth or other academic indicator** (elementary and middle schools only)
    - ✓ **graduation rate** (high schools only)
  - **A measure of school quality and student success** such as student engagement, teacher engagement, access to and completion of advanced coursework, postsecondary readiness, school climate/safety
- Must factor in not less than **95% overall and subgroup participation rate**

Accountability

- **Individual student group reporting** on all measures (focus on gap closure)
- **Weighting** is determined by states but academic factors have to count "much" more than measures of school quality or student success
- State must **establish "ambitious long term goals"** with measurements of progress for all students
- Each year state must **"meaningfully differentiate" schools** and identified student populations based on performance on indicators
- Maintains requirement for **state and local report cards** with emphasis on disaggregated data and some expanded reporting requirements
- **Existing plan continues through Aug. 1, 2016. Continue with current processes and requirements. Will provide further guidance when we receive it. New state plans for accountability would take effect beginning in 2017-18 SY.**

Interventions

COMPREHENSIVE SUPPORT AND IMPROVEMENT

Who:

- Bottom 5 percent of schools (identified at least every 3 years)
- High schools failing to graduate one third or more of students
- Schools with consistently underperforming student group (lowest 5% in state)

How:

- Districts work with teachers and school staff to develop evidence-based plan based on needs assessment; must identify resource inequities; plan must be approved by school, district and state
- State monitors turnaround effort; can intervene(after no more than 4 years) with its own plan if school continues to struggle

Interventions

TARGETED SUPPORT AND IMPROVEMENT PLANS

Who: Schools where identified students groups consistently underperform

How:

- Schools develop evidence-based plan to help each student group that is behind
- Schools with consistently underperforming student groups (lowest 5% in state) also must address resource inequities through plan
- Districts monitor the plan and can intervene
- Continuing poor performance requires comprehensive support and improvement; more aggressive district and state intervention
- **For both support and improvement categories**
  - No specific school improvement strategies prescribed
  - States set exit criteria

Federal Funding

- Maintains federal Title programs
- No Title I portability
- Provides some resources for school turnaround efforts (No SIG funds)
  - 7 percent of Title I, Part A reserved for state grants to support school improvement activities
  - up to 3 percent reserved for direct student services
- 50+ funding programs combined into large block grant
- Continues maintenance of effort
- Allows flexibility for equitable distribution of funds

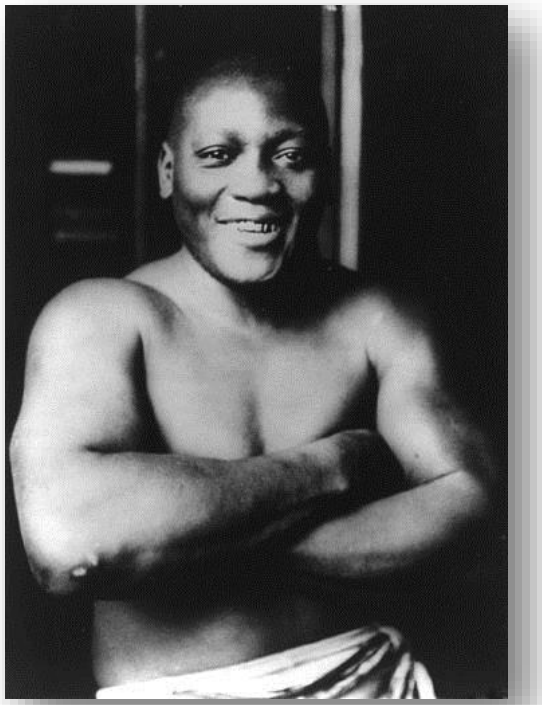
Miscellaneous Items

- No federal requirement for assessment data in teacher evaluation
- Provides resources to states and districts to support teachers, principals and other educators including:
  - high quality indication for new teachers
  - evidence-based PD
  - new teacher recruitment

- Promotes choices of parents with students in schools identified for comprehensive support and improvement
  - option to transfer (up to district) with priority to lowest-achieving children
  - quality charter schools (where allowed) with increased accountability

Posthumous Pardon – pg. 914, Section 9206

- John Arthur "Jack" Johnson (B: 1878; D: 1946)
- First African-American boxer to hold title of Heavyweight Champion of the World
- Story basis for 1970 movie *The Great White Hope*
- Convicted in 1913 of violating the Mann Act for reportedly transporting a white woman across state lines for the purpose of "prostitution and debauchery."
- Served nearly all of year-long prison term



- In 2009 Congress recommended that Johnson receive a posthumous pardon for "racially-motivated abuse of prosecutorial authority of Federal Government" and in recognition of his athletic and cultural contributions to society

Every Student Succeeds Act (ESSA)

- Contact your Senator
- Vote YES
- **Sen. Mitch McConnell**

  (202) 224-2541

  www.mcconnell.senate.gov/public/index.cfm?p=contact

- **Sen. Rand Paul**

  (202) 224-4343

  www.paul.senate.gov/connect/e-mail-rand

- Senate scheduled to consider on Tuesday

State Updates

Program Review Task Force – Superintendent/Coop Representation

Superintendents

- **Jay Brewer**, Superintendent, Dayton Independent School District
- **Jerry Green**, Superintendent, Pikeville Independent School District
- **Terry Hayes**, Superintendent, McLean Co. School District
- **Henry Webb**, Superintendent, Floyd Co. School District representing KASS

Coop Directors

- **Dot Perkins**, Chief Executive Officer, Central Kentucky Educational Coop
- **Amy Razor**, Executive Director, Northern Kentucky Cooperative

Program Reviews – District Administrative Representation

- **Karen Byrd**, Boone Co. Board of Education representing KSBA
- **Angela Cain**, Chief Deputy of Quality, Lincoln Co. Board of Education
- **Ron Chi**, Superintendent Intern, Boone Co. School District
- **Ricky Fisher**, Director of Instruction, Allen County Schools
- **Stephanie Harris**, Director of Elementary Schools, Montgomery County
- **Diane Hatchett**, Superintendent Intern, Daviess Co. School District
- **Mark Kopp**, Associate Superintendent for Instructional Services, Hardin Co. School District
- **Beth Sumner**, Assistant Superintendent of Instruction, Trigg County School District

Program Reviews – School Level Administrator Representation

- **Rob Akers**, Principal, Woodford Co. High School, Woodford Co. School District
- **Wes Cornett**, Principal of Somerset High School, Somerset Independent School District, who represents the KASA
- **Terrilyn Fleming**, Theatre Director at Central High School Magnet Career Center, Jefferson Co. School District representing JCTA
- **Lisa Slaven**, N. Hardin High School Department Chair, Hardin Co. School District, Family and Consumer Sciences
- **Adam Spinks**, World Language Teacher, Warren Co. School District, representing KEA

Kentucky Board of Education 2016-18 Biennial Budget Priorities

Policy Initiative

	FY 17	FY 18	Total
Career and Tech Education	$7,900,000	$7,900,000	$15,800,000
Preschool	$73,399,000	$73,399,000	$146,600,000
Assessment	$6,000,000	$9,000,000	$15,000,000
SEEK Transportation	$80,000,000	$80,000,000	$160,000,000
Education Recovery	$6,000,000	$6,000,000	$12,000,000
TOTAL REQUESTS	$173,200,000	$176,200,000	$349,400,000

PLUS: $16,700,000 Capital Initiative for KSB, KSD, FFA Center and SEEK Technology Application

Kentucky Board of Education Legislative Priorities (Pending Approval)

- Bullying
- Career and Technical Education
- District Turnaround Support
- Dual Credit
- Kentucky Teacher's Retirement System (KTRS)

QUESTIONS?